

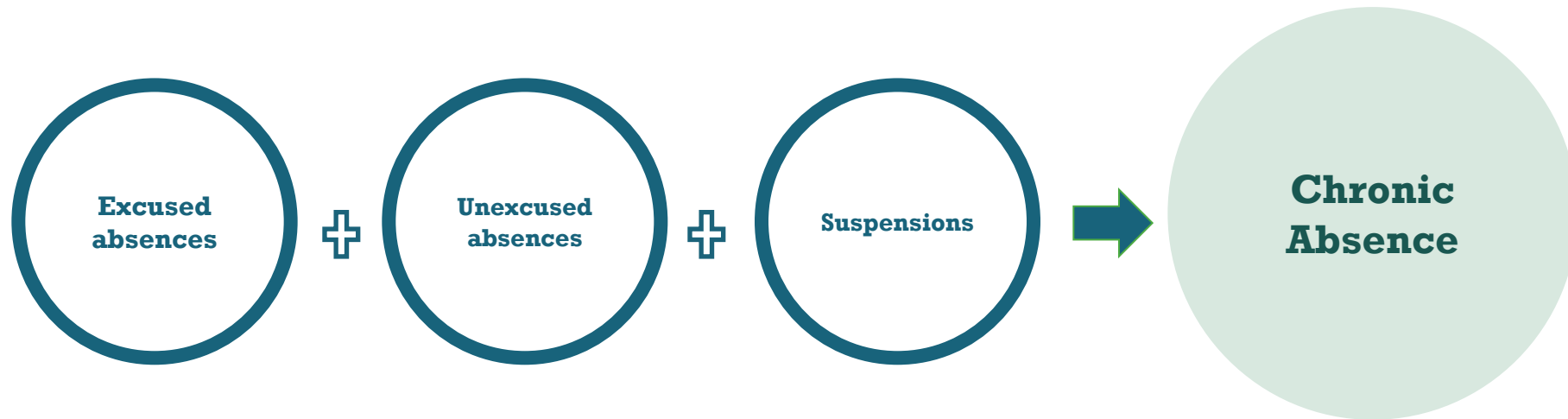
Chronic Absence And Why It Matters

Arkansas McKinney-Vento Conference
North Little Rock
July 13, 2018



What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



Chronic Absence is Easily Masked if We Only Monitor Missing Consecutive days

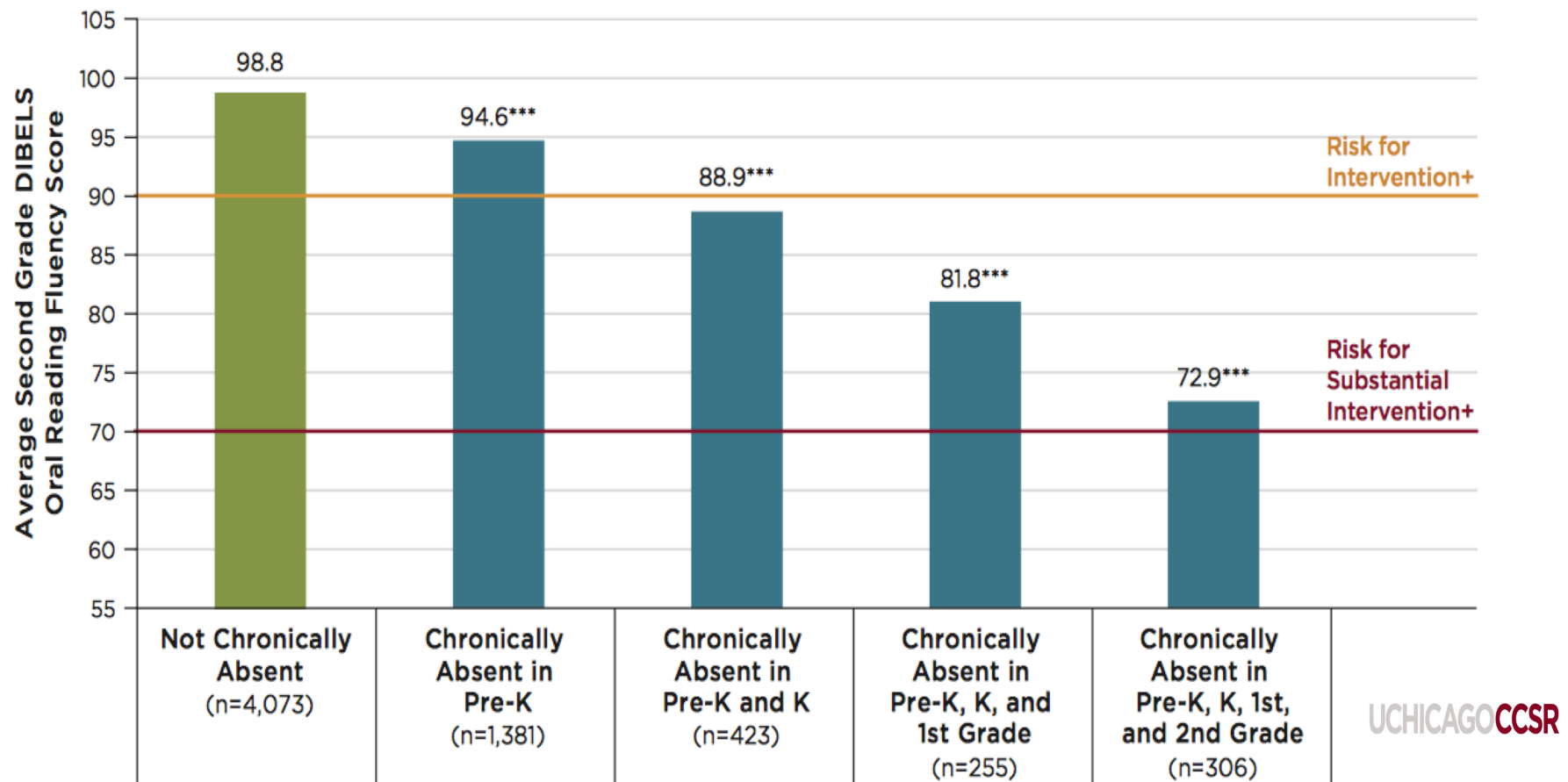
September					October					November					December					January				
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		X	X					X				X			X	X				X	X	X		

February					March					April					May					June				
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Chronic Absence = 18 days of absence = **As few as 2 days a month**



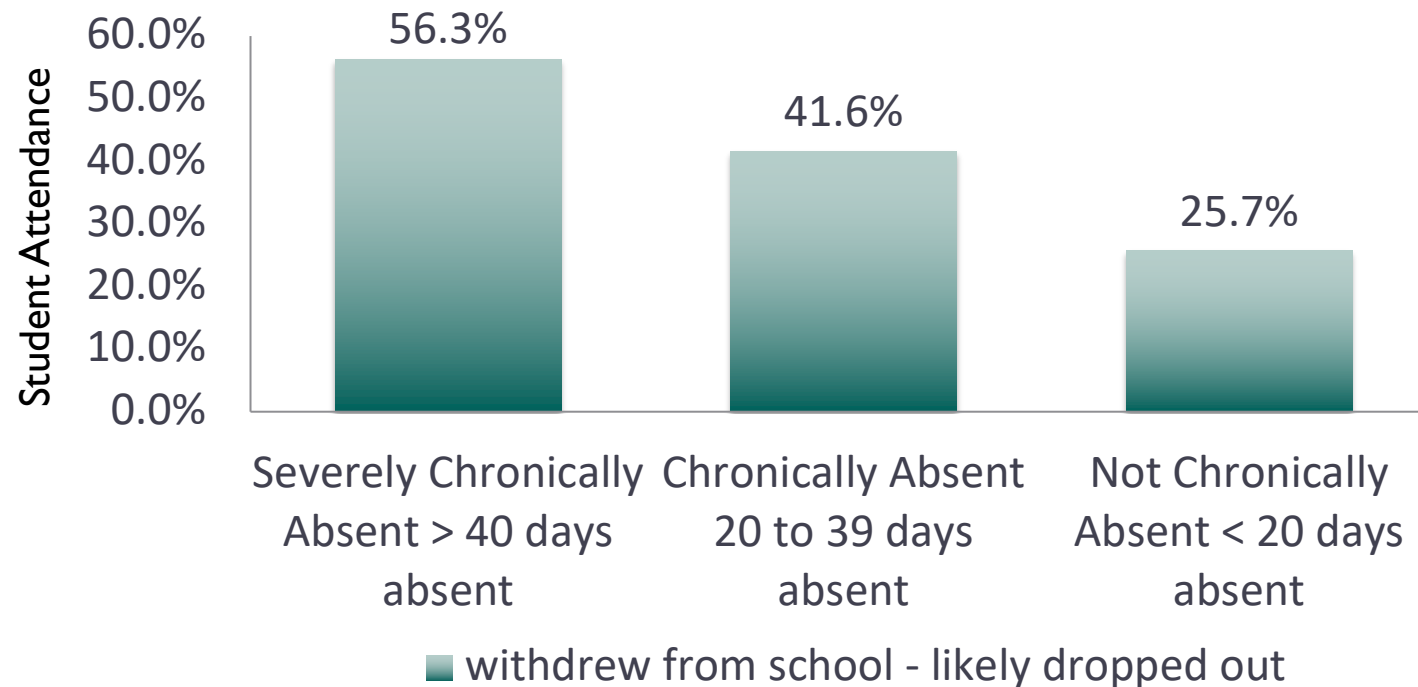
Multiple Years of Chronic Absenteeism = High Risk for low 3rd Grade Reading Skills



Note: ***Indicates that scores are significantly different from scores of students who are never chronically absent, at $p < .001$ level. + In the DIBELS 6th Edition Assessment and Scoring Guide (Good & Kaminski, 2002), these are labeled as "Some Risk," indicating the need for additional intervention and "At Risk," indicating the need for substantial interventions.



Chronic Absence in 6th Grade Predicts Dropout



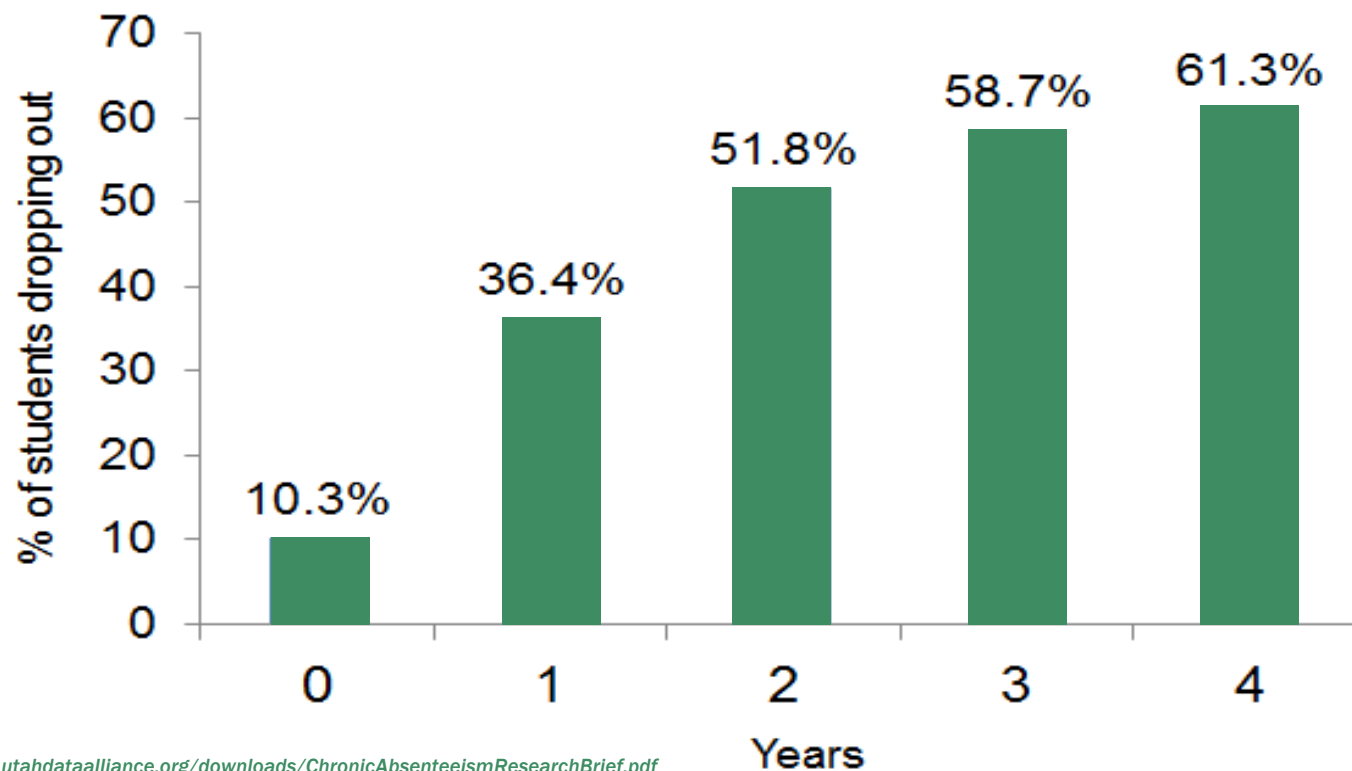
High School Outcomes by Rates of Chronic Absenteeism in Sixth Grade
(Baltimore City Public Schools, 1990-00 Sixth Grade Cohort)

Source: Baltimore Education Resource Consortium



The Effects of Chronic Absence on Dropout Rates are Cumulative

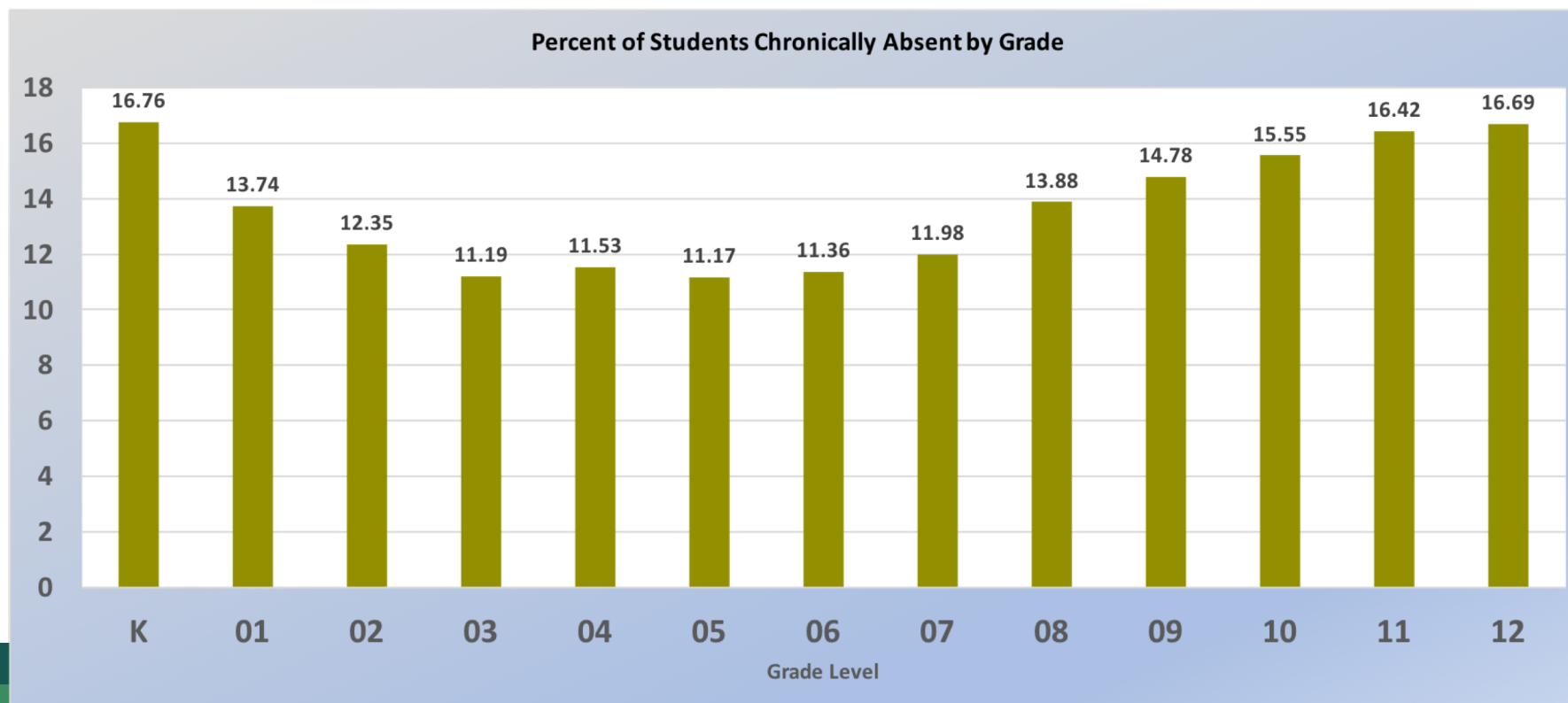
Proportion of Students Dropping Out by Number of Years the Student was Chronically Absent from 8th-12th Grades



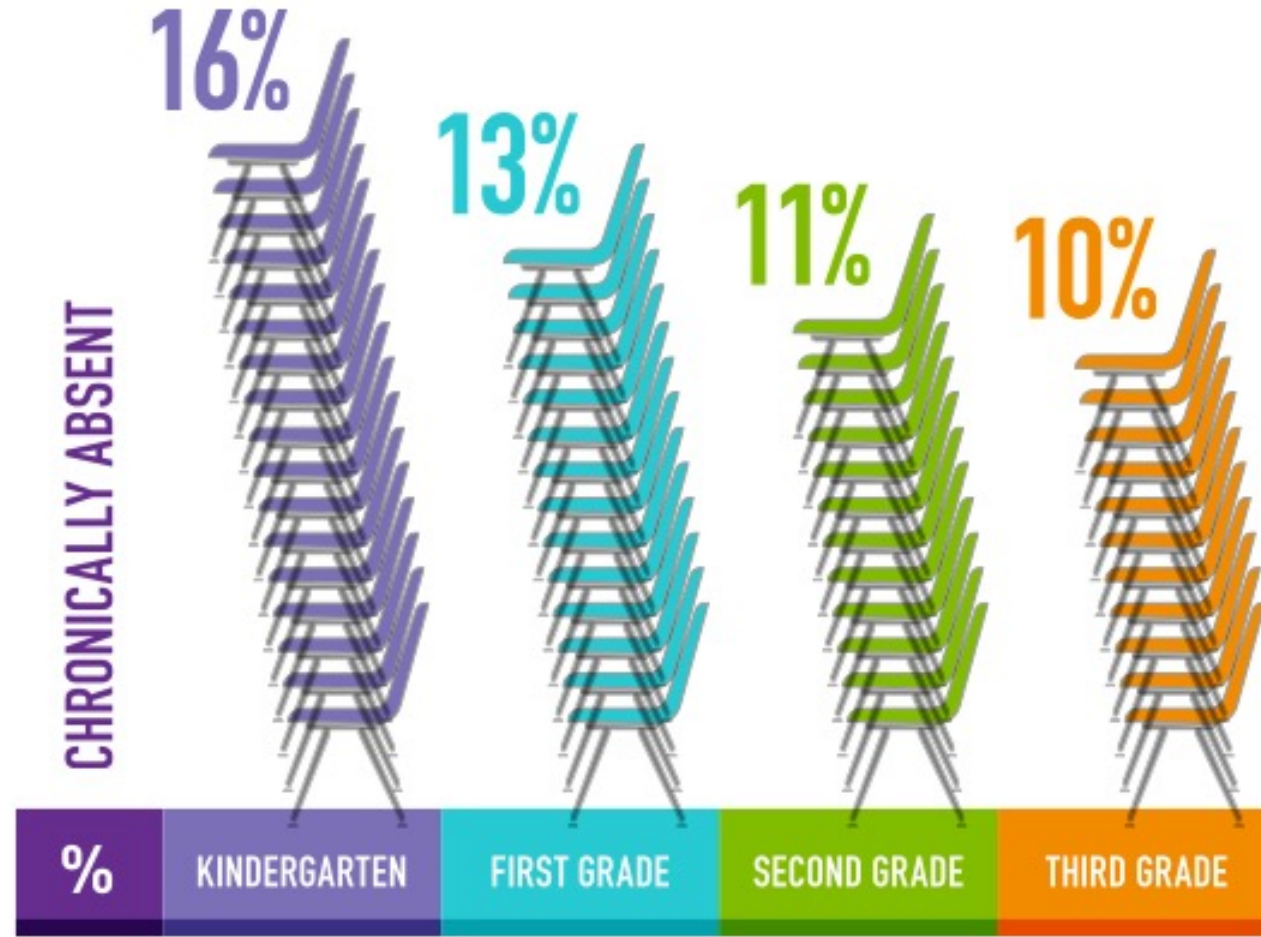


The Consequences of Chronic Absenteeism

- Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade.
- Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.
- By high school, irregular attendance is a better predictor of school dropout than test scores.

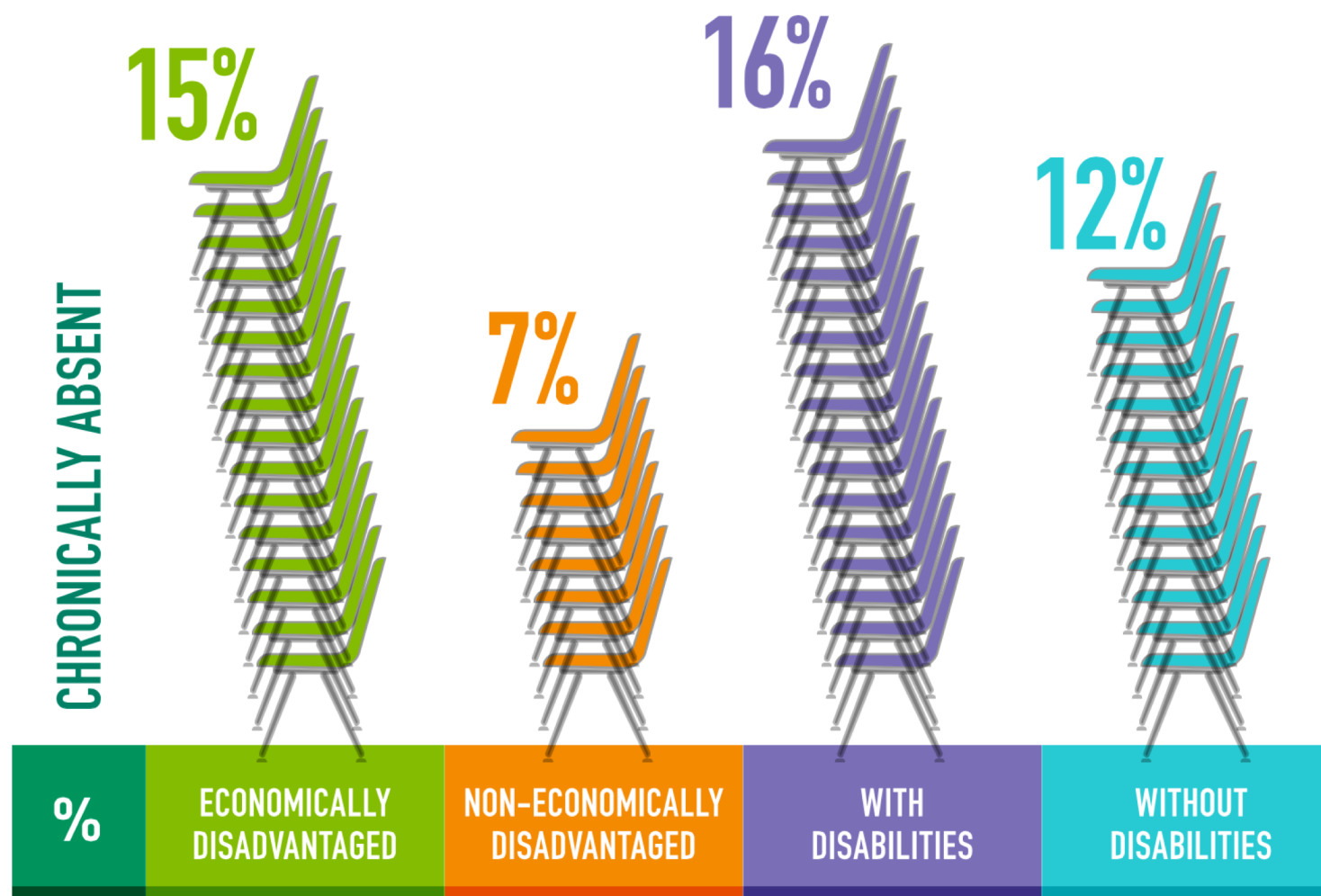


Chronic Absence Starts Early



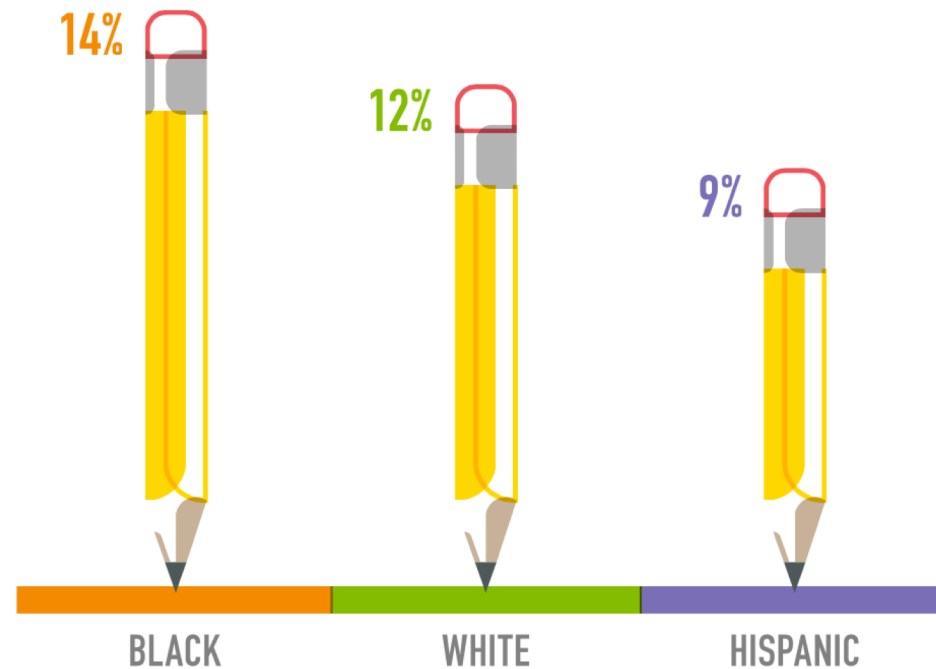
This chart uses data for 2014-2015.

3rd Graders Who Are Economically Disadvantaged and Those With Disabilities Are More Likely to Be Chronically Absent



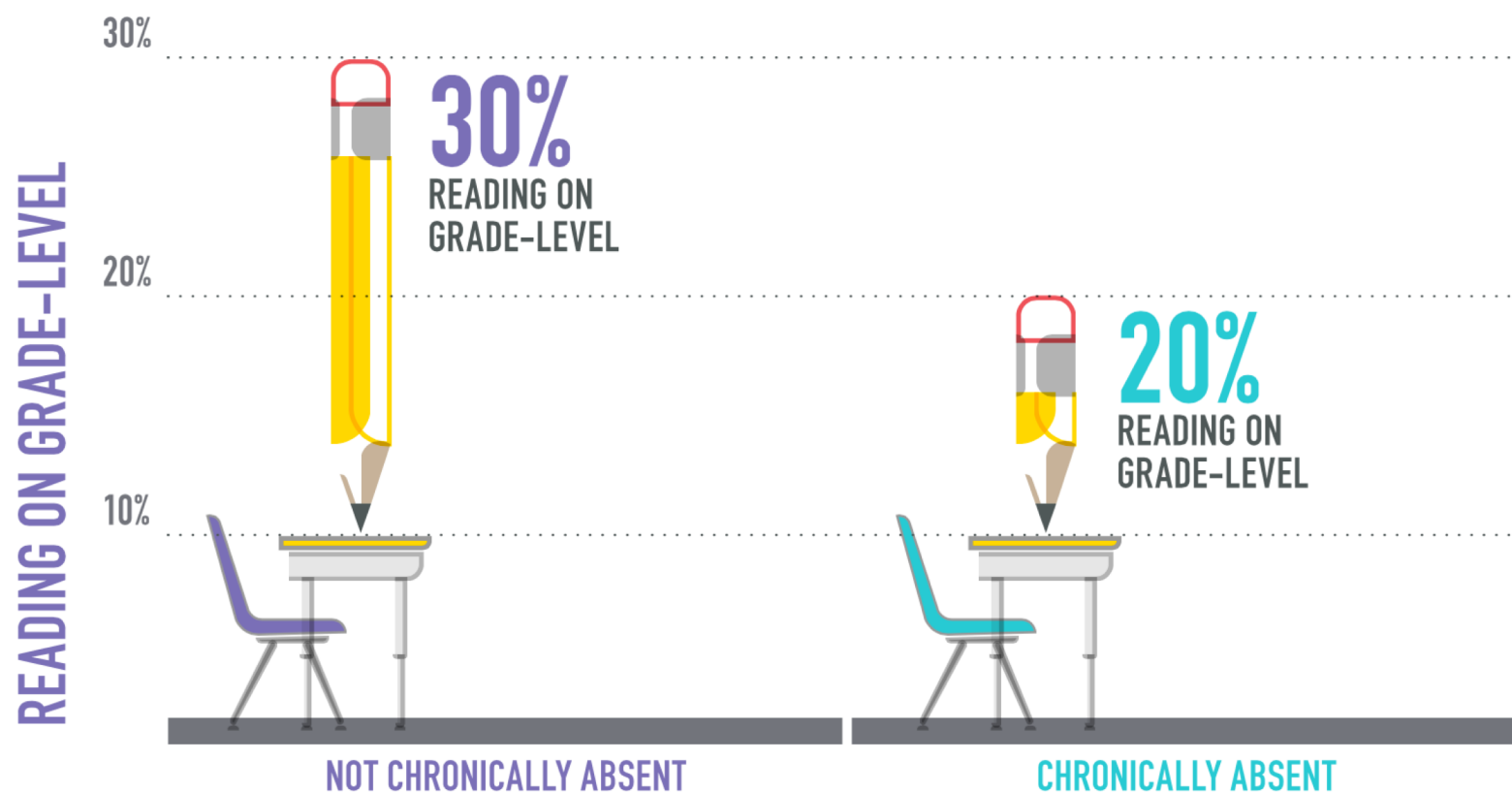
This chart uses data for third-graders in 2014-2015.

Hispanic Students Are the Least Likely to Be Chronically Absent



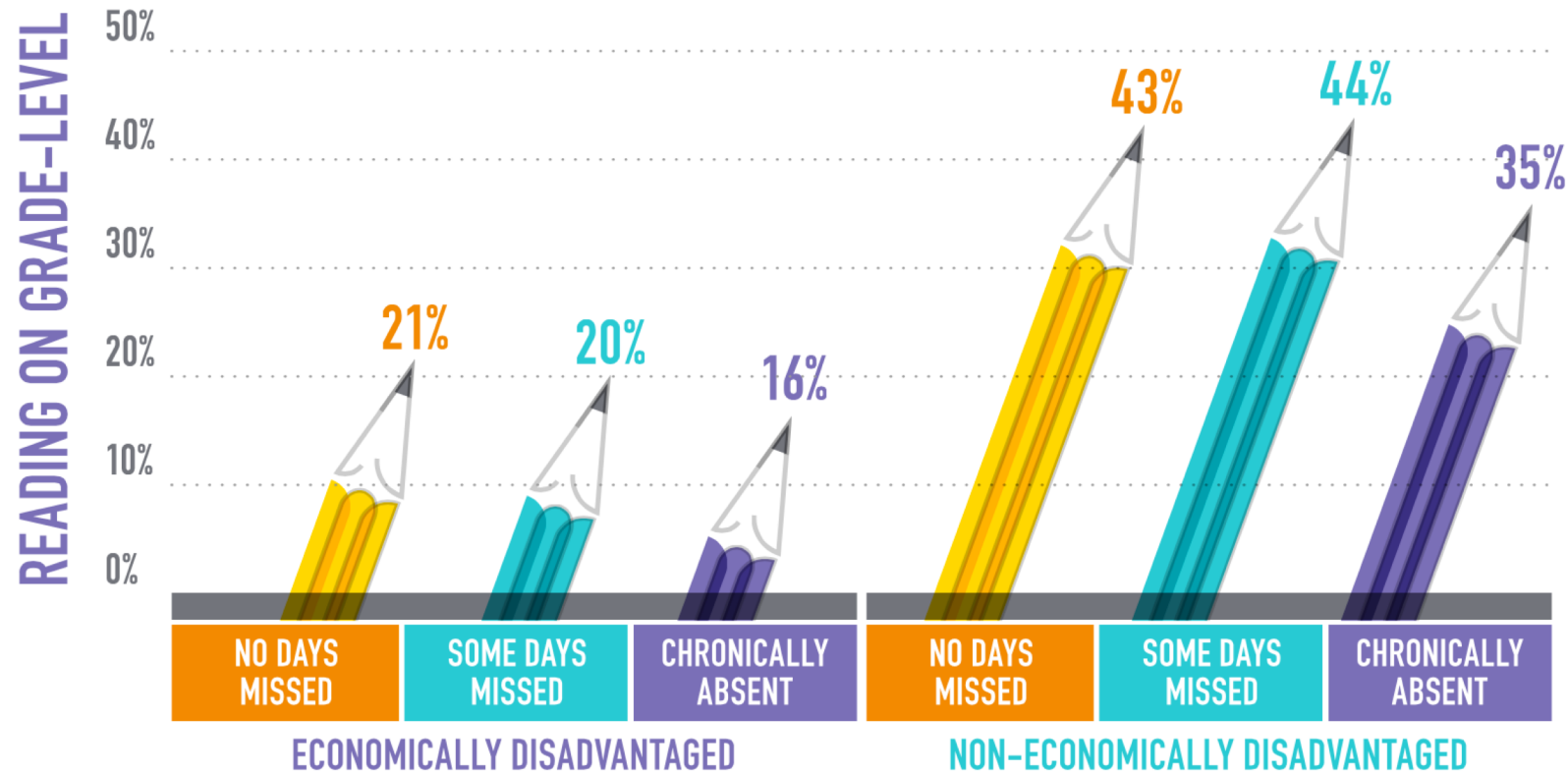
This chart uses data for third-graders in 2014-2015.

Chronically Absent 3rd Graders are Less Likely to Read on Grade Level



This chart uses data for third-graders in 2014-2015.

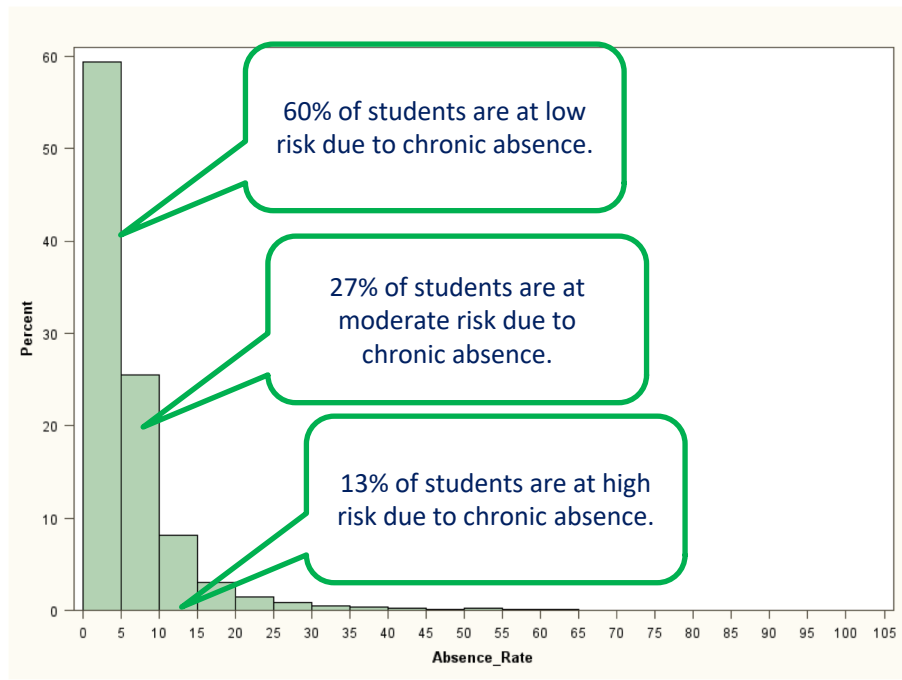
Even Higher-income Students Are More Likely to Have Lower Reading Scores When They're Chronically Absent



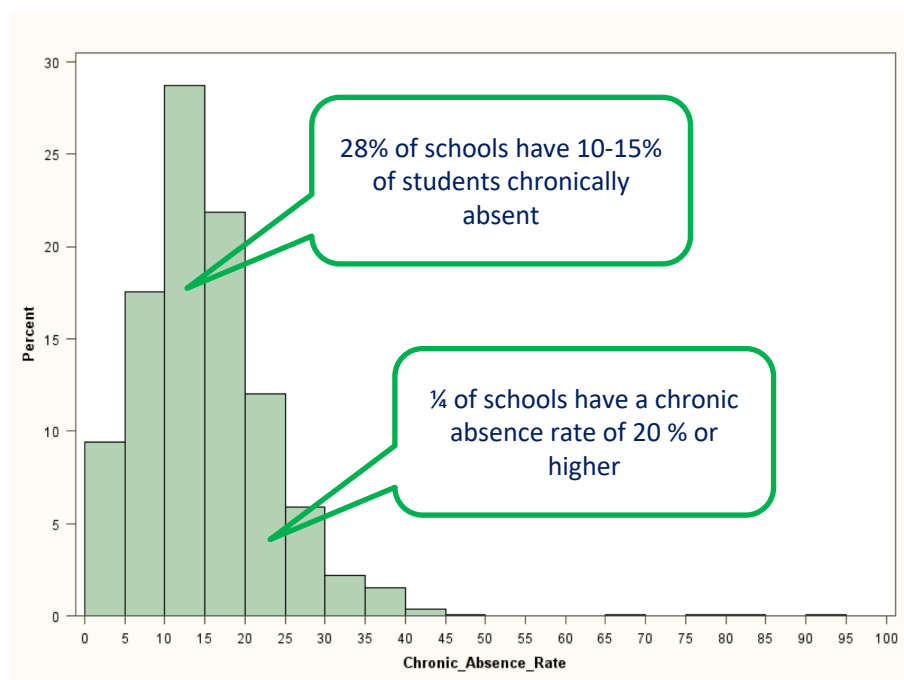
This chart uses data for third-graders in 2014-2015.

Distribution of Chronic Absence Rates

Students by Absence Rate

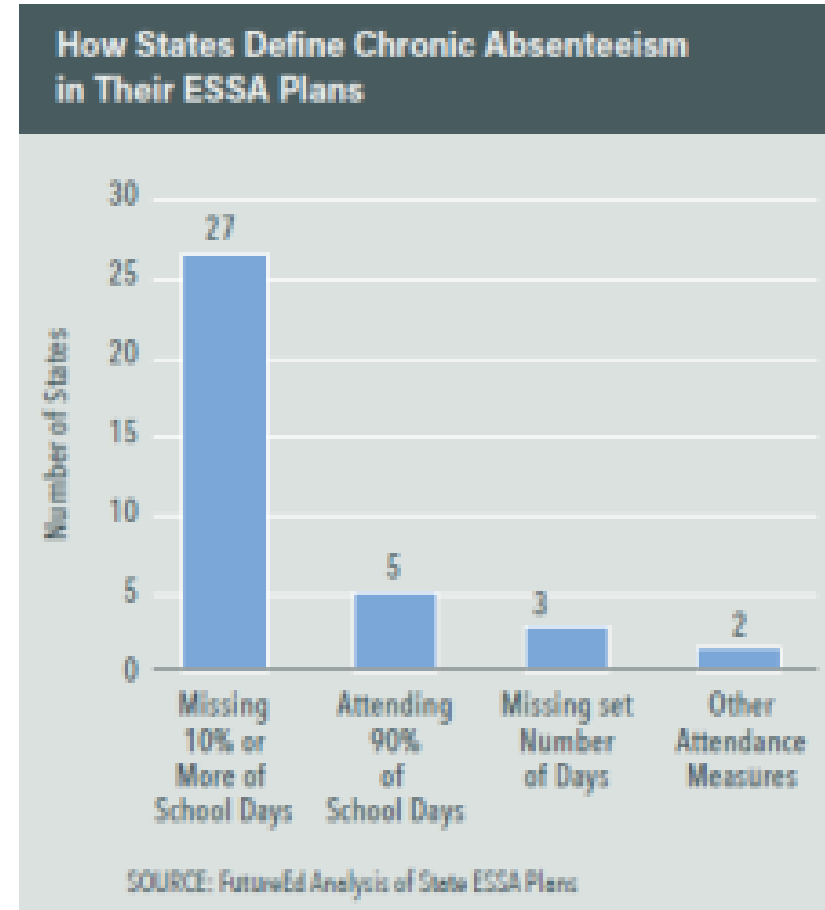
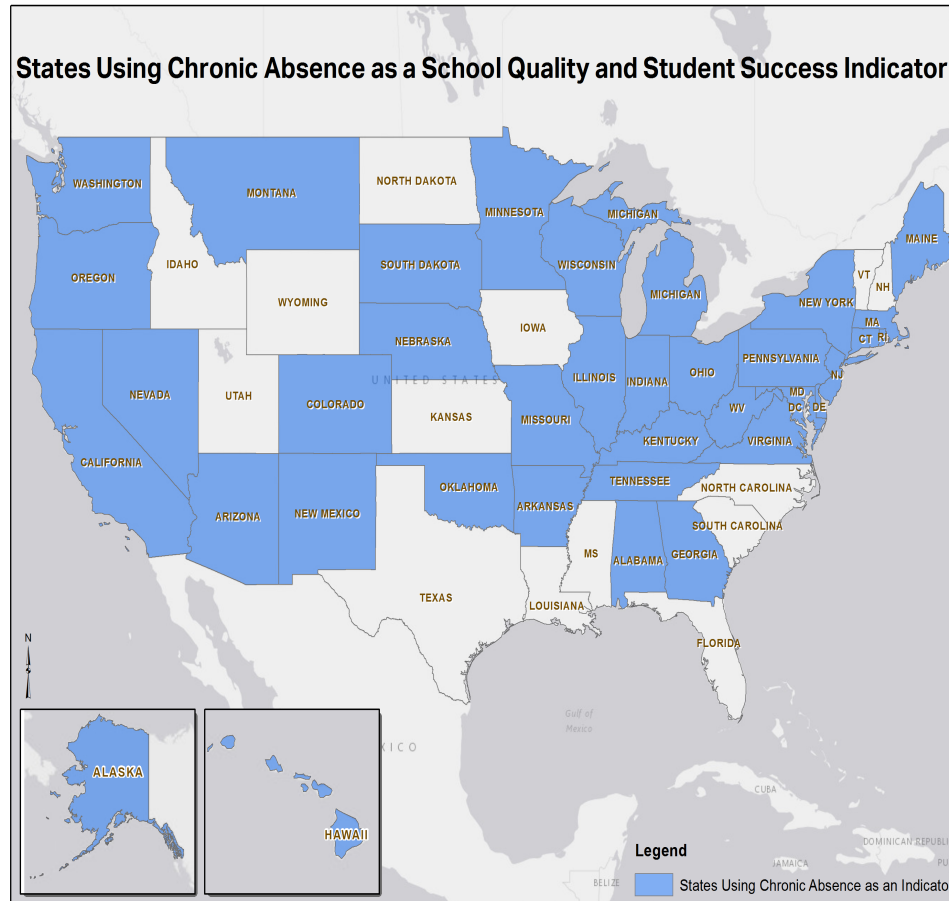


Schools by Absence Rate



Chronic Absence and ESSA

**36 states + DC adopted chronic absence as a metric in their ESSA plans.
The vast majority adopted the definition recommended by Attendance Works.**



Who's In: Chronic Absenteeism Under the Every Student Succeeds Act
Future Ed, Georgetown University, September 2017.

Student Engagement: To what extent are students at risk due to chronic absence?

Risk Level	Description	Points Earned per Student
Low Risk	Absent less than 5% of days enrolled	1.0
Moderate Risk	Absent 5% to less than 10% of days enrolled	0.5
High Risk = Chronic Absence	Absent 10% or more of days enrolled	0.0

Number of Students Enrolled in School (Cycle 7 Certified Submission)
Grades K-11

Days Absent and Days Present for Enrolled Students (Cycles 3, 5, 6,7)

Assign Student Absence Risk Level (table at left)

Number of Points Possible for Student Engagement (Number of student enrolled)

Mobile students are included.

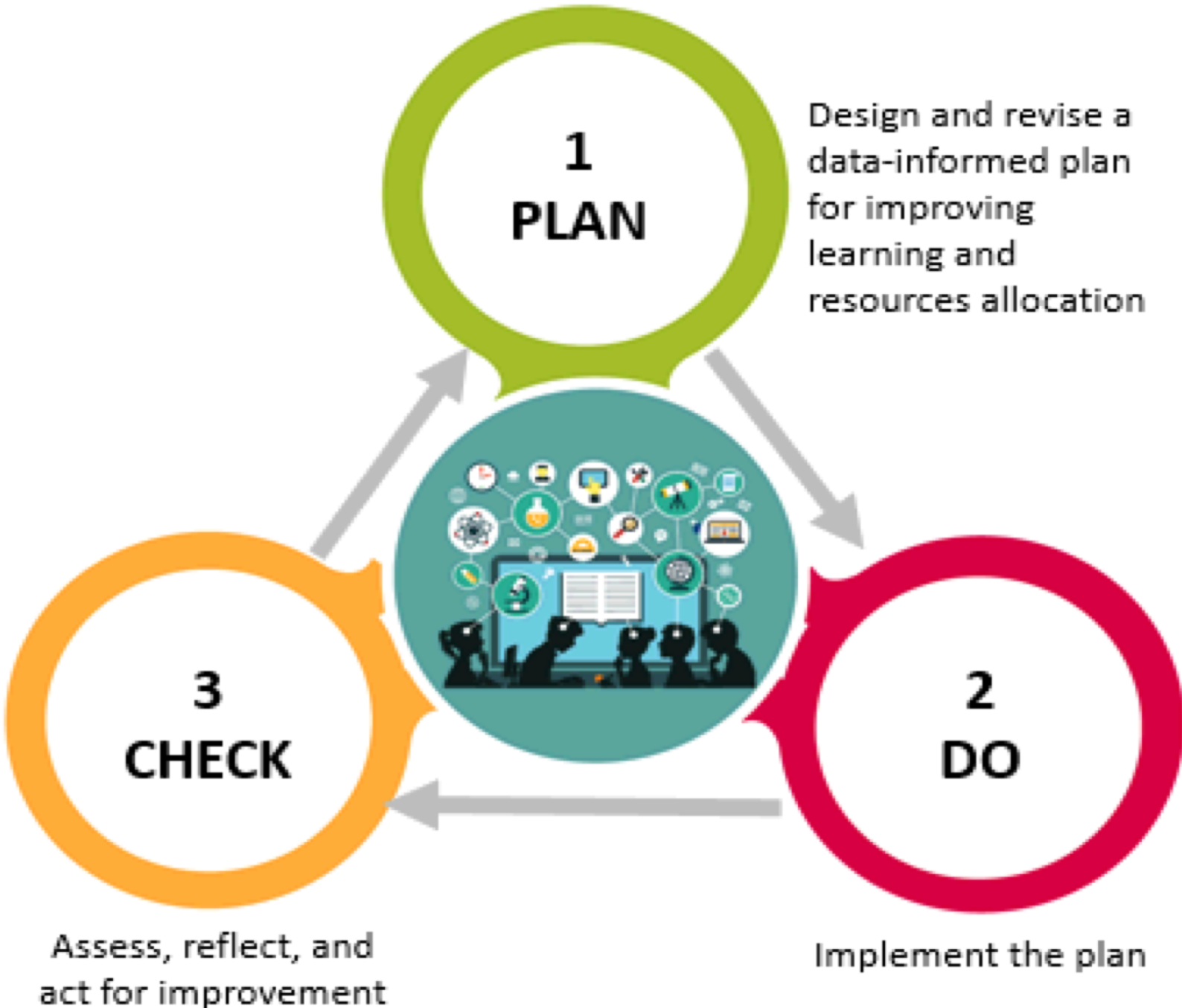
Students who were enrolled for a minimum of 10 days.

If a student was enrolled in multiple schools during the school year, the student would be included in each school.

For juvenile justice school (DYS) and department of health services schools, students must have been enrolled for a minimum of 60 days.

Number of Points Earned Per Student for Engagement (sum of points for risk level of students)

Beginning in 2018, exclude home schooled or private school students receiving services or enrolled in courses (Resident Code = 1, 2, 4) if student state ID and LEA are accurate for match to enrollment data downloaded from TRIAND



Dynamic List ✕

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ACT Aspire Interim Assessment English	As Int Ass Res
88.8 %	86
50.0 %	26
63.8 %	66

Theory of Action for ESSA for Improving Outcomes for All Students

At heart of this theory of action is the role of the LEA (district) in supporting schools to engage in local cycles of inquiry for improvement.

State required indicators connect to the goals in the Vision for Excellence in Education.

Indicator scores improve as schools focus on what matters most for learning and engage in actions that increase access, opportunity, and success for each child.



Figure D. Illustration of the Arkansas Educational Support and Accountability System Theory of Action

Student Engagement: To what extent are students at risk due to chronic absence?

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ESSA School Index Reports

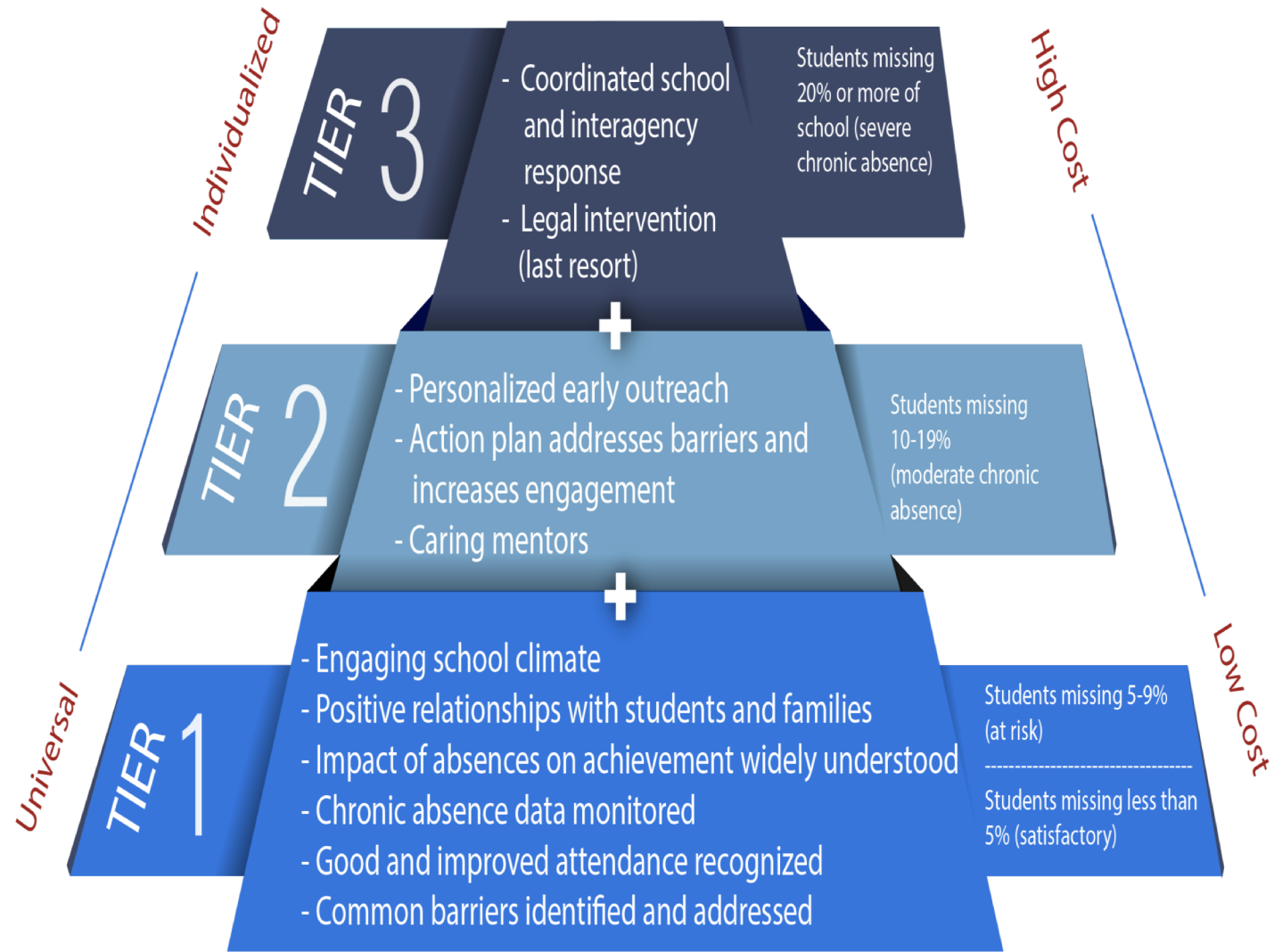
Spring 2018 –

2016 and 2017 data reported for informational purposes and school rating (state accountability)

Fall 2018 –

2018 data will be reported – baseline for federal purposes for determining schools in need of support, informational purposes, and school rating

Three Tier Support System



MYTHS

Absences are only a problem if unexcused

Sporadic versus consecutive absences aren't a problem

Attendance only matters in the older grades

BARRIERS

Lack of access to health or dental care

Poor transportation

Trauma

No safe path to school

Homelessness

AVERSION

Child struggling academically or socially

Bullying

Ineffective school discipline

Parents had negative school experience

Undiagnosed disability

DISENGAGEMENT

Lack of engaging and relevant instruction

No meaningful relationships with adults in school

Vulnerable to being with peers out of school vs. in school

Poor school climate



Support to Schools and Districts

(Attendance Works & ADE Trainings)

ATTENDANCE

[Home Page](#) / [ADE Divisions](#) / [Learning Services](#) / Attendance

Chronic absence is missing so much school for any reason that a student is academically at risk. It means missing 10 percent or more of the school year for any reason - excused, unexcused and suspensions.

Research reveals that chronically absent students are on the fast track to failure. However, studies show that when districts, schools, communities and policymakers recognize and address factors leading to chronic absenteeism, trends to failure can be reversed. The report *Absences Add Up: How School Attendance Influences Student Success* reveals that:



- > Poor attendance in the first month of school can predict chronic absence for the entire year.
- > Absenteeism in kindergarten can affect whether a child develops the grit and perseverance needed to succeed in school.
- > Absenteeism in preschool and kindergarten can influence whether a child will be held back in third grade.
- > Absenteeism in middle and high school can predict dropout rates.
- > Absenteeism influences not just chances for graduating but also for completing college.
- > Improving attendance is an essential strategy for reducing achievement gaps.
- > When students reduce absences, they can make academic gains.

Extended Support

Follow –up Training
for Training

More Intense
Training for Schools
with High and
Chronic Absence

<http://www.arkansased.gov/divisions/learning-services/attendance>

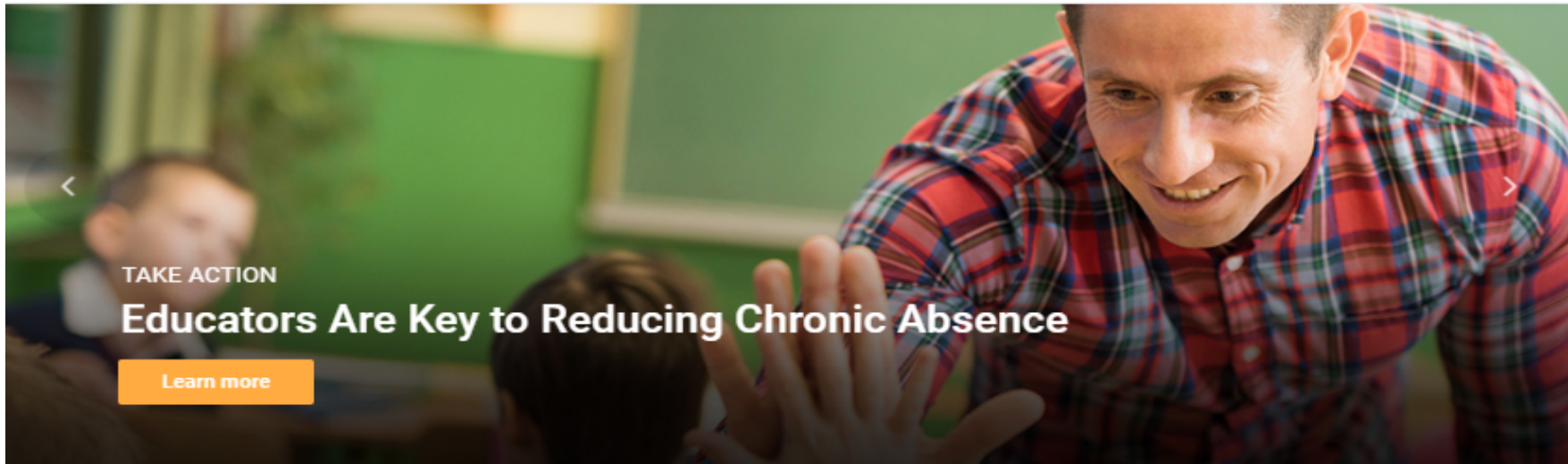
School and Community Resources

- > **Teaching Attendance Toolkit (Resources for Teachers).** Explore this resource full of tips, scripts, and free tools that can be tailored to the needs of your school and community. This toolkit introduces the four basic steps for incorporating attendance into day-to-day activities: Welcoming Environment, Engage Families, Early Intervention and Advocacy/School-wide Approach.
- > **Bringing Attendance Home Toolkit (Tools for Engaging Parents).** This toolkit is intended to help the staff or leadership of any entity that works with parents, including schools, community-based organizations, parent organizations, and faith-based institutions. Its goal is to equip these staff and leaders with the tools to help parents understand why attendance matters and how they can help ensure their children's success in school by supporting attendance. This toolkit is filled with ideas, activities and materials including flyers, videos, and exercises to engage families in developing a habit of regular attendance to help students achieve success.
- > **Relationships Matter: A Toolkit for Launching an Elementary Success Mentor Attendance Initiative.** This toolkit is designed to help schools develop and implement an Elementary Success Mentor Initiative. This approach recognizes the power of using chronic absence to provide an early intervention system that gets students to school so they do not miss important learning opportunities. It individualizes school planning by providing several school and district self-assessments to review data and determine strengths, areas for growth, and structure for the school to improve student attendance.

Resources for School-Parent Conferences

- > [Habit of Good Attendance Handout \(English\)](#)
- > [Habit of Good Attendance Handout \(Spanish\)](#)
- > [Habit of Good Attendance Handout \(Marshallese\)](#)
- > [My Child's Attendance Goals Worksheet/Planner \(English\)](#)
- > [My Child's Attendance Goals Worksheet/Planner \(Spanish\)](#)
- > [My Child's Attendance Goals Worksheet/Planner \(Marshallese\)](#)

<http://www.arkansased.gov/divisions/learning-services/attendance>



WHY CHRONIC ABSENCE
MATTERS



LEARN HOW YOU CAN TAKE
ACTION



WHAT WORKS TO REDUCE
CHRONIC ABSENCE

<http://www.attendanceworks.org/>

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